

**WESTERN SYDNEY**  
UNIVERSITY



**401010 Health Variations 1**  
School of Nursing and Midwifery | Autumn 2016

# LEARNING GUIDE

Undergraduate - Nursing

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# 1 Introduction to the unit

## 1.1 Unit Details

**Unit Code and Unit Name:** 401010 Health Variations 1

**Teaching Session and Year:** Autumn 2016

**Credit Points:** 10

## 1.2 Handbook summary

This unit provides the theoretical background knowledge for Professional Practice 3. It introduces the student to the fundamental principles of perioperative nursing care in supporting clients undergoing surgical interventions incorporating the related pathophysiology and pharmacology. In particular, nursing care of surgical interventions relating to the gastrointestinal, reproductive and musculoskeletal systems with a Health Priority Focus relating to Injury Control, Arthritis and Cancer Control will be the focus of case history reviews.

## 1.3 Staff

Position	Contact Details			
<b>Unit Coordinator</b>	Name: Ms Kate Bell Email: <a href="mailto:kate.bell@westernsydney.edu.au">kate.bell@westernsydney.edu.au</a> Phone: (02) 4570 1674			
<b>Campus Coordinators</b>	<table border="1"> <tr> <td>Campbelltown Ms Sharon Jacobs <a href="mailto:s.jacobs@westernsydney.edu.au">s.jacobs@westernsydney.edu.au</a> (02) 4620 3657</td> <td>Hawkesbury Ms Melissa Jansson <a href="mailto:m.jansson@westernsydney.edu.au">m.jansson@westernsydney.edu.au</a> (02) 4570 1915</td> <td>Parramatta Ms Jackie Dempsey <a href="mailto:jackie.dempsey@westernsydney.edu.au">jackie.dempsey@westernsydney.edu.au</a> (02) 9685 9022</td> </tr> </table>	Campbelltown Ms Sharon Jacobs <a href="mailto:s.jacobs@westernsydney.edu.au">s.jacobs@westernsydney.edu.au</a> (02) 4620 3657	Hawkesbury Ms Melissa Jansson <a href="mailto:m.jansson@westernsydney.edu.au">m.jansson@westernsydney.edu.au</a> (02) 4570 1915	Parramatta Ms Jackie Dempsey <a href="mailto:jackie.dempsey@westernsydney.edu.au">jackie.dempsey@westernsydney.edu.au</a> (02) 9685 9022
Campbelltown Ms Sharon Jacobs <a href="mailto:s.jacobs@westernsydney.edu.au">s.jacobs@westernsydney.edu.au</a> (02) 4620 3657	Hawkesbury Ms Melissa Jansson <a href="mailto:m.jansson@westernsydney.edu.au">m.jansson@westernsydney.edu.au</a> (02) 4570 1915	Parramatta Ms Jackie Dempsey <a href="mailto:jackie.dempsey@westernsydney.edu.au">jackie.dempsey@westernsydney.edu.au</a> (02) 9685 9022		
<b>Teaching Staff</b>	Please refer to the unit vUWS site for a full list of teaching staff.			
<b>Contact Protocol</b>	Your tutor is the point of first contact for students who have queries relating to the unit. If you are unable to contact your Tutor please contact your Campus Coordinator.  If the staff member is not available leave a telephone message, including your name and contact telephone number, alternatively, you can send an email. Email communication with academic staff must be via Western Sydney University student email accounts only. Emails sent from any non Western Sydney University address will not receive a response. Student Email Accounts can be activated via the Western Sydney University Home page from myc3.			
<b>Student Consultation</b>	Tutors will advise of consultation times on the vUWS site or outside their offices or in the School of Nursing and Midwifery reception area. If you are unable to contact your tutor please contact your Campus Coordinator.			

## 1.4 Essential requirements

### Essential equipment

Access to a computer and the internet is essential in order to be able to: access course materials; to participate in discussion groups; and to access additional resources provided by the lecturer during the session. See [http://www.westernsydney.edu.au/currentstudents/current\\_students/services\\_and\\_facilities/uwsonline\\_student\\_support](http://www.westernsydney.edu.au/currentstudents/current_students/services_and_facilities/uwsonline_student_support) for further information.

Students will require a calculator for maths in tutorials and CPU; uniform for clinical placement and final skill assessment, nurses watch, stethoscope (recommended).

## 1.5 Changes to unit as a result of student feedback

The University values student feedback in order to improve the quality of its educational programs. As a result of student feedback, the following changes and improvements to this unit have recently been made:

- Variations to assessments 1 and 2
- Constructive alignment with Professional Practice Experience 3 (PPE3)
- Continued development of revision quizzes

## 2 Assessment Information

### 2.1 Course level learning outcomes

The following shows how this unit will contribute to completion of course level outcomes, Western Sydney University graduate attributes and the NMBA Competencies.

The graduate from the Bachelor of Nursing will have achieved the Generic Western Sydney University Graduate Attributes as an essential part of completion of the award. Graduates will demonstrate all of the subsets of the major attributes which are:

1. Command multiple skills and literacies to enable adaptable lifelong learning;
2. Demonstrate knowledge of Indigenous Australia through cultural competency and professional capacity;
3. Demonstrate comprehensive, coherent and connected knowledge
4. Apply knowledge through intellectual inquiry in professional or applied contexts
5. Bring knowledge to life through responsible engagement and appreciation of diversity in an evolving world

Course Level Outcomes	WSU	NMBA competencies																							
		1.1	1.2	1.3	2.1	2.2	2.3	2.5	2.6	2.7	3.1	3.2	3.3	3.4	4.1	5.1	6.2	6.4	7.1	7.4	7.5	7.6	9.3	9.5	
1. Demonstrate fulfilment of duty of care through coherent and detailed knowledge of nursing theory, nursing practice and the role and responsibilities of the registered nurse.	3																								
5. Plan and coordinate holistic and evidence-based care using appropriate inquiry and research strategies as well as multiple technologies.	1, 3																								
9. Practise ethically and lawfully to ensure safe nursing practice that promotes dignity, comfort and recovery.	5																								



## 2.2 Learning Outcomes

The Health Variations 1 unit is part of the Bachelor of Nursing, Bachelor of Nursing (Advanced), and Bachelor of Nursing (Graduate Entry). The unit provides the foundation for developing comprehensive, coherent and connected knowledge in the nursing discipline and introduces and develops interaction skills which will be required by graduates in their work environments.

Learning outcomes for the unit are outlined below.

1.	Describe the principles of perioperative nursing care
2.	Explain the role of the nurse in the perioperative period with reference to the NMBA competencies standards.
3.	Discuss Injury Control as it relates to pathophysiology and across the lifespan.
4.	Explain how Arthritis and Musculoskeletal Conditions relate to pathophysiology and across the lifespan.
5.	Describe knowledge of Cancer Control across the lifespan and related pathophysiology.
6.	Discuss pharmacological concepts relevant to perioperative nursing.
7.	Explain the safe and effective use of pharmacological agents in supporting people across the lifespan who are experiencing surgical interventions.
8.	Discuss non-pharmacological comfort measures that may be used during the perioperative period.
9.	Implement information literacy skills to access and evaluate data relevant to provision of effective nursing management of people across the lifespan who are receiving perioperative care.

## 2.3 Engaging with the unit

Activity	How will teaching activities support achievement of learning outcomes?
<b>Blended Learning Activity</b>	Blended learning activities have been embedded throughout the unit content to enhance the student learning experiences through the use of tutorials, clinical practice units, audio visual material, small group work, and online quiz material. Access to a computer and the internet is essential in order to be able to: access course materials; to participate in discussion groups; and to access additional resources provided by the lecturer during the session. See <a href="http://www.westernsydney.edu.au/currentstudents/current_students/services_and_facilities/uwsonline_student_support">http://www.westernsydney.edu.au/currentstudents/current_students/services_and_facilities/uwsonline_student_support</a> for further information.
<b>Tutorial</b>	A tutorial is a small group activity that enables you to have lecture content explained by the tutor if required. You will then be able to apply, explore and debate the content through interactive learning activities with other students.

Activity	How will teaching activities support achievement of learning outcomes?
<b>Group Work</b>	Group work enhances student learning. Through planned group activities, and discussion with other students, you will have the opportunity to clarify your own thoughts and understandings of unit concepts. Group work also offers the opportunity to cooperate in a team situation and to learn skills that will assist you to work effectively in a health care team.

## 2.4 Assessment summary


ASSESSMENT NUMBER	ASSESSMENT ITEM AND DUE DATE	LEARNING OUTCOMES	WEIGHTING
1.	<b>In class closed book multiple choice question (MCQ) quiz</b> <b>Duration:</b> 20 minutes <b>Due Date:</b> Week 3	1,2,3,6,7,9	10%
2.	<b>In class closed book Short Answer Test (SAT)</b> <b>Duration:</b> 90 minutes <b>Word Count:</b> 1000 words <b>Due Date:</b> Week 7	2,4,5,7,8,9	40%
3.	<b>End of session examination</b> <b>Duration:</b> 2 hours <b>Due Date:</b> During formal Western Sydney University examination period	1-9	50%

## 2.5 To pass this unit

- Achieve at least 50% when all assessment marks are totalled

AND

- Complete and submit all assessment tasks at the required time and required academic standard

 You should note that, consistent with the Criteria and Standards Based Assessment policy, the final marks and grades are subject to determination of School and University Assessment and Progression Committees. Please see Assessment policy; <http://policies.uws.edu.au/view.current.php?id=00227>:



## 2.6 Assessment details

**Assessment 1:** In class closed book multiple choice question (MCQ) quiz

**Weighting:** 10%

**Duration:** 20 minutes

**Due Date:** Week 3, in registered tutorials

**Submission details:** This is a closed book assessment that will be completed in your tutorial class in week 3.

All students are required to attend their allocated tutorial in week 3 to complete this assessment.

You have an allocated time of 20 minutes to complete this task.

### Aim of assessment

The purpose of this MCQ test in class assessment is to enable the students to demonstrate:

- An understanding of the experience of pain in the perioperative period (Learning outcome 1).
- An understanding of pharmacological and non-pharmacological management of pain in the perioperative period (Learning outcomes 1, 2, 6 & 8).
- An understanding of the principles of perioperative nursing care (Learning outcome 1).
- An understanding of alterations in body fluid homeostasis and the management of fluid balance in the perioperative period (Learning outcome 1).
- An understanding of the pathophysiology of inflammatory bowel diseases – Crohn's disease and ulcerative colitis (Learning outcome 5).
- An understanding of the pharmacological concepts related to the treatment of a person who has an inflammatory bowel disease (Learning outcome 6).
- An understanding of the safe and effective use of pharmacological agents (Learning outcome 7).

### Details

This is a closed book assessment that will be completed in tutorial time.

The assessment task consists of 20 multiple choice questions (MCQs).

The allocated time for completion of this assessment is 20 minutes.

### Resources

- i. Examples are available on the HV1 vUWS site.
- ii. There are a number of textbooks and resources available through the Western Sydney University Library that may assist you. Please refer to the unit's vUWS site for specific unit resources

## Assessment 2: Short Answer Test (SAT)

In class closed book assessment based on a case history.

**Weighting:** 40%

**Word count:** 1000 words

**Due Date:** Week 7, in registered tutorial.

**Submission Details:** This is a closed book assessment that will be completed in your tutorial class in week 7.

All students must attend their allocated tutorial to complete this assessment.

You have an allocated time of 90 minutes.

**Marking Criteria and Standards:** See page 12-17

### Aim of assessment

The purpose of this short answer test in-class assessment is to enable the student to demonstrate:

- An understanding of the principles of perioperative nursing care in relation to a person who has Crohn's disease (Learning outcome 1).
- An understanding of alterations in body fluid homeostasis and the management of fluid balance in the perioperative period (Learning outcome 1).
- An understanding of the role of the nurse in the perioperative period in relation to a person who has Crohn's disease (Learning outcome 2).
- An understanding of the pathophysiology of Crohn's disease (Learning outcome 5).
- An understanding of pharmacological agents that may be used in the perioperative care of a person who has Crohn's disease (Learning outcome 6).
- An understanding of how safe and effective administration of pharmacological agents support people in perioperative care (Learning outcome 1, 6 & 7).
- An evaluation of relevant literature to support an understanding of the pathophysiology, pharmacological and nursing management of a person experiencing Crohn's disease and express this in a clear and succinct writing style (Learning outcome 9).

### Details

Lucy is a 19 year old university student. She has been admitted to hospital with a six (6) day history of lower right quadrant abdominal cramping pain increasing with intensity, diarrhoea with blood, anorexia, fatigue, nausea and episodes of vomiting. Lucy states that she was diagnosed with Crohn's disease at age 15. She has had two previous hospital admissions for acute exacerbations of Crohn's disease with clinical

manifestations of diarrhoea, abdominal pain and vomiting. Her Crohn's disease has been managed with a combination of diet, medication and medical monitoring. Remission of her Crohn's disease was maintained by oral mesalazine (Mesasal). Lucy currently rates her pain as 9/10.

On examination, Lucy was pale, her extremities were cool, and her skin was dry with poor turgor. Her abdomen was distended and tender. A mass was palpable in the lower right abdominal quadrant.

#### Observations on admission

- Blood pressure: 95/60
- Pulse rate: 110 beats/minute
- Respiratory rate: 22 breaths/minute
- Temperature: 37.7C
- SaO<sub>2</sub>: 98% in room air
- Weight: 62 kilograms
- Height: 165 cm
- Urinalysis:
  - specific gravity: 1040
  - dark coloured urine
  - no other abnormalities noted

#### Initial pathology results

- Haemoglobin: 105 g/L (117 – 157 g/L)
- Haematocrit: 49% (35 – 47%)
- WBC 15000/mm<sup>3</sup> ( 3500 – 11000 mm<sup>3</sup>)
- Erythrocyte sedimentation rate (ESR): 28mm/hour (0 – 20 mm/hour)
- C-reactive protein (CRP): 30mg/dl (20 mg/dl)
- Albumin: 28g/L (35 – 50 g/L)

#### The MO orders the following

- fentanyl 75mcg IMI QID PRN
- metoclopramide (Maxolon) 10mg IMI TDS
- 1000mL 0.9% normal saline over 8 hours
- nil by mouth

Lucy was prepared and sent for an urgent colonoscopy, upper barium x-ray and abdominal CT scan. A bowel obstruction at the proximal end of the ascending colon at the ileocecal junction was diagnosed. A balloon dilation of the obstructed colon was attempted, but was unsuccessful. Lucy was scheduled for a surgical resection of the affected proximal ascending colon and end-to-end anastomosis of her colon.

### Questions

#### Question 1. 10 marks (250 words)

Explain the pathogenesis of Crohn's disease that has led to the development of Lucy's obstruction of the proximal ascending colon.

(Learning outcome 5; NMBA competency standards 2.6, 3.1, 4.2).

**Question 2.** 10 marks (250 words)

Explain the pathophysiological processes that lead to Lucy's conscious perception of pain in her lower right abdominal quadrant.

(Learning outcomes 1, 5; NMBA competency standards 2.6, 4.2, 3.1)

**Question 3.** 5 marks (165 words)

Describe the characteristics of the intravenous fluid that was ordered for Lucy, and the specific rationale, related to the details of the case study, for the administration of this intravenous fluid to Lucy.

(Learning outcome 1, 2; NMBA competency standards 2.6, 3.1, 4.2, 5.2, 5.3)

**Question 4.** 5 marks (165 words)

Describe the mechanism of action of fentanyl in relation to its administration to Lucy.

(Learning outcome 6; NMBA competency standards 1.1, 2.6, 3.1, 4.2)

**Question 5.** 5 marks (165 words)

Prioritise the nursing responsibilities and associated rationales related to the administration of fentanyl to Lucy.

(Learning outcome 7; NMBA competency standards 1.1, 1.2, 1.3, 2.2, 2.5, 2.6, 5.2, 5.3, 6.1, 7.4)

END OF QUESTIONS

**NOTE - WORD LIMIT**

There is a total word limit of 1000 words for the SAT . If you exceed the word limit by more than 10% the marker will stop marking at 1100 words (word limit of 100 words + 10%). This assessment does not require in text citations or a reference list.

Marking criteria and standards: Assessment 2 – Short Answer Test (SAT) In Class closed book assessment based on Case History

Criteria	Mark	High Distinction	Distinction	Credit	Pass	Fail
Q 1. Accurately, clearly and comprehensively explains the pathogenesis of Crohn's disease that has led to the development of Lucy's obstruction of the proximal ascending colon.	/10	Provides an accurate, clear and comprehensive explanation of the pathogenesis of Crohn's disease that has led to the development of Lucy's obstruction of the proximal ascending colon.	Provides an accurate and clear explanation of the pathogenesis of Crohn's disease that has led to the development of Lucy's obstruction of the proximal ascending colon.	Provides an accurate explanation of the pathogenesis of Crohn's disease that has led to the development of Lucy's obstruction of the proximal ascending colon.  The information may be incomplete or lack clarity in explaining the pathogenesis of Crohn's disease and the development of Lucy's obstruction of the proximal ascending colon.	Provides a basic explanation of the pathogenesis of Crohn's disease that has led to the development of Lucy's obstruction of the proximal ascending colon.  There may be minor inaccuracies, omissions or repetition of information, lack of clarity or logical flow in explaining the pathogenesis of Crohn's disease that has led to the development of Lucy's obstruction of the proximal ascending colon.	Provides a superficial explanation of the pathogenesis of Crohn's disease that has led to the development of Lucy's obstruction of the proximal ascending colon.  Explanation does not accurately identify the events that occur in the pathogenesis of Crohn's disease and the development of Lucy's obstruction in her proximal ascending colon.  Response does not demonstrate an understanding of the pathogenesis of Crohn's disease and the development of a bowel obstruction.
		8.5-10	7.5-8	6.5-7	5-6	≤4.5

Criteria	Mark	High Distinction	Distinction	Credit	Pass	Fail
Q 2. Accurately, clearly and comprehensively explains the pathophysiological processes that led to Lucy's conscious perception of pain in her lower right abdominal quadrant.	/10	Provides an accurate, clear and comprehensive explanation of the pathophysiological processes that led to Lucy's conscious perception of pain in her lower right abdominal quadrant.	Provides an accurate and clear explanation of the pathophysiological processes that led to Lucy's conscious perception of pain in her lower right abdominal quadrant.	Provides an accurate explanation of the pathophysiological processes that led to Lucy's conscious perception of pain in her lower right abdominal quadrant. The information may be incomplete or lack clarity in explaining the pathophysiological processes that led to Lucy's conscious perception of pain in her lower right abdominal quadrant.	Provides a basic explanation of the pathophysiological processes that led to Lucy's conscious perception of pain in her lower right abdominal quadrant. There may be minor inaccuracies, omissions or repetition of information, lack of clarity or logical flow in explaining the pathophysiological processes that led to Lucy's conscious perception of pain in her lower right abdominal quadrant.	Provides a superficial explanation of the pathophysiological processes that led to Lucy's conscious perception of pain in her lower right abdominal quadrant. Explanation does not accurately identify the events that occur in the pathophysiological processes that led to Lucy's conscious perception of pain in her lower right abdominal quadrant. Response does not demonstrate an understanding of the pathophysiological processes that led to Lucy's conscious perception of pain in her lower right abdominal quadrant.
		8.5-10	7.5-8	6.5-7.0	5-6	≤4.5



Criteria	Mark	High Distinction	Distinction	Credit	Pass	Fail
Q 3. Accurately, clearly and comprehensively describes the characteristics of the intravenous fluid that was ordered for Lucy, and the specific rationale, related to the details of the case study, for the administration of this intravenous fluid to Lucy.	/5	Provides an accurate, clear and comprehensive description of the characteristics of the intravenous fluid that was ordered for Lucy, and the specific rationale, related to the details of the case study, for the administration of this intravenous fluid to Lucy.	Provides an accurate and clear description of the characteristics of the intravenous fluid that was ordered for Lucy, and the specific rationale, related to the details of the case study, for the administration of this intravenous fluid to Lucy.	Provides an accurate description of the characteristics of the intravenous fluid that was ordered for Lucy, and the specific rationale, related to the details of the case study, for the administration of this intravenous fluid to Lucy.  Some information may be incomplete or lack clarity.	Provides a basic description of the characteristics of the intravenous fluid that was ordered for Lucy, and the specific rationale, related to the details of the case study, for the administration of this intravenous fluid to Lucy.  There may be minor inaccuracies, omissions or repetition of information, lack of clarity or logical flow.	Provides a superficial description of the characteristics of the intravenous fluid that was ordered for Lucy, and the specific rationale, related to the details of the case study, for the administration of this intravenous fluid to Lucy.  Response does not demonstrate an understanding of the characteristics of the intravenous fluid and/or the specific rationale, related to the details of the case study, for its administration to Lucy.
		4.5-5	4	3.5	2.5-3	≤2



Criteria	Mark	High Distinction	Distinction	Credit	Pass	Fail
Q 4. Accurately, clearly and comprehensively describes the mechanism of action of fentanyl in relation to its administration to Lucy.	/5	Provides an exceptionally accurate, clear and comprehensive description of the mechanism of action of fentanyl in relation to its administration to Lucy.	Provides an accurate and clear description of the mechanism of action of fentanyl in relation to its administration to Lucy.	Provides an accurate description of the mechanism of action of fentanyl in relation to its administration to Lucy. However, the response may lack some relevant information or clarity.	Provides a basic description of the mechanism of action of fentanyl in relation to its administration to Lucy. Description may contain minor inaccuracies, omission of relevant information, repetition or lack clarity.	Provides a superficial description of mechanism of action of fentanyl in relation to its administration to Lucy. Response does not show an understanding of the mechanism of action of fentanyl in relation to its administration to Lucy.
		4.5-5	4	3.5	2.5-3	≤2

Criteria	Mark	High Distinction	Distinction	Credit	Pass	Fail
Q 5. Accurately, clearly and comprehensively prioritises the nursing responsibilities and associated rationales in relation to the administration of fentanyl to Lucy.	/5	Comprehensively, clearly and accurately prioritises all relevant nursing responsibilities related to the administration of fentanyl to Lucy. Provides detailed and accurate rationales for each of these actions.	Accurately prioritises all relevant nursing responsibilities related to the administration of fentanyl to Lucy. Provides accurate rationales for each of these actions.	Accurately prioritises most relevant nursing responsibilities related to the administration of fentanyl to Lucy. Provides accurate rationales for each of these actions.	Identifies most relevant nursing responsibilities related to the administration of fentanyl to Lucy. Nursing interventions may not be presented in a prioritised order. Provides superficial rationales for these actions. Some nursing actions may lack specific rationales.	Identifies minimal relevant nursing responsibilities related to the administration of fentanyl to Lucy. Does not provide associated rationales for these actions. Rationales may be inaccurate, incomplete and not related to specific nursing actions.
		4.5-5	4	3.5	2.5-3	≤2

Criteria	Mark	High Distinction	Distinction	Credit	Pass	Fail
Academic Writing Style.	/5	Writes in an advanced style exhibiting highly coherent and logical flow of ideas. No errors in spelling, grammar, punctuation or sentence structure.	Writes clearly and succinctly with a coherent, logical flow of ideas exhibiting advanced clarity. No errors in spelling, grammar, punctuation or sentence structure.	Ideas are clearly expressed. Use of language enables effective flow of ideas. Minor errors in spelling, grammar, punctuation or sentence structure that do not impede the logical flow of ideas and meaning.	Writes in a reasonably clear style, but limited use of language sometimes hinders the effective flow of ideas and meaning. Minor, frequent errors in spelling, grammar, punctuation or sentence structure sometimes impede meaning and the flow of ideas.	Writes in an elementary style with basic use of language and poor articulation of ideas. Organisation of material and main points are unclear, confused or disorganised Multiple errors in spelling, grammar, punctuation and sentence structure.
		4.5-5	4	3.5	2.5-3	≤2

**Comments:**

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**Total Mark:**  
/40

**Mark:**  
/40%

**Marker:**

**Date:** / /2016

### Assessment 3: End of session closed book examination

**Weighting:** 50%

**Duration:** 2 hours

**Due Date:** Western Sydney University formal examination period

#### Aim of assessment

The aim of this examination is to assess student's understanding of the topics and applications of the unit.

#### Details

This MCQ examination is a closed book exam.

This will comprise **100 multiple choice questions**.

**i** **Note:** The exam includes all the material covered from the textbook readings, tutorial materials, and online lectures.

**i** **Note:** Resubmission of assessment items will not normally be considered.

**i** **Note:** Dictionaries and translators will not be allowed into the examination room.

## 2.7 Submission requirements

Due to the nature of assessments for this unit, and there being no requirement to submit a written assessment submission details for this unit can be found on each Assessment page.

**Note:** In some cases, the tutor or lecturer may not be the marker for the given assignment

### Late submission

If you submit a late assessment, without receiving approval for an extension of time, (see next item), you will be penalised by 10% per calendar day up to 10 days. In other words, marks equal to 10% of the assignment's weight will be deducted from the mark awarded.

For example, if the highest mark possible is 50, 5 marks will be deducted from your awarded mark for each late day

Days = week days and weekends. Saturday and Sunday each count as one calendar day

Assessments will not be accepted after the marked assessment task has been returned to students

This is consistent with Clause 50 of the Western Sydney University's Assessment Policy – Criteria and Standards-Based Assessment.

### Extension of due date for submission

Extensions are only granted in exceptional circumstances.

To apply for an extension of time:

1. Locate an application form via the Western Sydney University homepage or copy the following link:  
[http://www.westernsydney.edu.au/currentstudents/current\\_students/forms](http://www.westernsydney.edu.au/currentstudents/current_students/forms)
2. Application forms must be submitted to the Campus Co-ordinator
3. Requests for extension may be submitted before the due date of the assignment and no later than 5:00pm two working days after the due date of an assignment or other assessment task including web-based quizzes
4. Extensions will be awarded for exceptional circumstances only and would typically be supported by verified documentation such as medical certificate or letter from counselling services. The exceptional circumstance would be unpredictable, sudden and a disruption to one's ability to study and complete the assessment item.
5. The documentation provided must indicate that the student requires an extension for the assignment or has not been able to complete the assessment task due to extenuating circumstances or words to that effect.
6. Extensions will only be granted when the completed application form has been submitted with the appropriate and supporting documentation attached.

7. An application for an extension on the correct form with the appropriate documentation attached within the time-frames specified will be approved.
8. No more than 4 days extension will be granted by a Campus Coordinator.
9. If you require a further extension this can only be approved by the Unit Coordinator.
10. You must show your work in progress to date, to the Unit Coordinator or their delegate if requested (Campus Coordinator) for a further extension of 2 days maximum. The further 2 days extension carries on directly from the original extension due date.
11. Where an extension is approved the new due date for submission is calculated from the original due date of the assessment and not from the date of the extension application, submission or approval

No more than a total of 6 days extension will be awarded to any student without further approval of the Unit coordinator who will consult with an Academic Course Advisor.

## Resubmission

Resubmission of assessment items will not normally be granted if requested

## Special consideration

It is strongly recommended that you attend all scheduled learning activities to support your learning. If you have suffered misadventure, illness, or you have experienced exceptional circumstances that have prevented your attendance at class or your completion and submission of assessment tasks you may need to apply for Special Consideration via the Western Sydney University website [http://www.westernsydney.edu.au/currentstudents/current\\_students/services\\_and\\_facilities/special\\_consideration2](http://www.westernsydney.edu.au/currentstudents/current_students/services_and_facilities/special_consideration2) or the Student Centre. Special Consideration is not automatically granted. It is your responsibility to ensure that any missed content has been covered. Your lecturer will give you more information on how this must be done.

### 3 Teaching and learning activities

The timetable related to unit activities can be found at [http://platformweb.uws.edu.au/pweb\\_tt/start.asp](http://platformweb.uws.edu.au/pweb_tt/start.asp)

Please also see the following link for important dates related to unit activities:

[http://www.westernsydney.edu.au/currentstudents/current\\_students/managing\\_your\\_study/dates/2016\\_academic\\_year\\_dateline](http://www.westernsydney.edu.au/currentstudents/current_students/managing_your_study/dates/2016_academic_year_dateline)

#### All Campuses

Week (beginning)	Lecture (online)	Tutorial	Online Activities	Readings
Week 1. 22 February	Perioperative nursing principles The experience of pain and pain management Maintaining fluid balance Fluid replacement therapy	Overview of Learning guide. Case study – the role of the nurse in the perioperative period	Online activities <ul style="list-style-type: none"> <li>• Lectures</li> <li>• Videos</li> <li>• MCQ revision quizzes</li> <li>• Terminology quizzes</li> </ul>	Bullock & Manias, (2014). pp. 449-487 Craft et al., (2015). pp. 844-849 Dempsey et al., (2014). pp. 811-841 LeMone & Burke, (2014). pp. 60-89
Week 2. 29 February	The pathophysiological process Inflammatory bowel diseases <ul style="list-style-type: none"> <li>• Crohn's disease</li> <li>• Ulcerative colitis</li> </ul>	Case study Crohn's disease Ulcerative colitis	Online activities <ul style="list-style-type: none"> <li>• Lectures</li> <li>• Videos</li> <li>• MCQ revision quizzes</li> <li>• Terminology quizzes</li> </ul>	Bullock & Manias, (2014). pp. 722-724 Craft et al., (2015). pp. 774-777 LeMone & Burke, (2014). pp. 746-780
Week 3. 7 March	Bowel cancer	<b>Assessment 1</b> In class, closed book assessment quiz – 10 marks 20 questions, 20 minutes <b>Case study</b> Bowel cancer	Online activities <ul style="list-style-type: none"> <li>• Lectures</li> <li>• Videos</li> <li>• MCQ revision quizzes</li> <li>• Terminology quizzes</li> </ul>	Craft et al., (2015). pp. 766-771, 1062-1103 Dempsey et al., (2014). pp. 1156-1164 LeMone & Burke, (2014). pp. 767-775 Bullock & Manias, (2014). pp. 449-487
Week 4. 14 March	Reproductive system cancer Breast cancer	Case study Breast cancer Review of quiz	Online activities <ul style="list-style-type: none"> <li>• Lectures</li> <li>• Videos</li> <li>• MCQ revision quizzes</li> <li>• Terminology quizzes</li> </ul>	Bullock & Manias, (2014). pp. 804-805 Craft et al., (2015). pp. 941-947 LeMone & Burke, (2014). pp. 1795-1804

Week 5. 21 March <b>PH 25 March</b>	Musculoskeletal system Fractures	<b>Monday – Thursday tutorial groups</b> – on campus tutorial Case study Fractures <b>Friday tutorial groups</b> ELearning tutorial Case study Osteoporosis	Online activities <ul style="list-style-type: none"> <li>• Lectures</li> <li>• Videos</li> <li>• MCQ revision quizzes</li> <li>• Terminology quizzes</li> </ul>	Bullock & Manias, (2014). pp. 449-487 Craft et al., (2015). pp. 491-494 Dempsey et al., (2014). pp. 811-841 LeMone & Burke, (2014). pp. 1381-1400
Week 6 28 March <b>PH 28 March</b>	Musculoskeletal system Osteoporosis	<b>Monday – Thursday tutorial groups</b> ELearning tutorial Osteoporosis <b>Friday tutorial groups</b> On campus tutorial Case study Fractures	Online activities <ul style="list-style-type: none"> <li>• Lectures</li> <li>• Videos</li> <li>• MCQ revision quizzes</li> <li>• Terminology quizzes</li> </ul>	Bullock & Manias, (2014). pp. 823-832 Craft et al., (2015). pp. 499-505 LeMone & Burke, (2014). pp. 1412-1419
Week 7 4 April	Reproductive system cancer continued Prostate cancer	<b>Assessment 2</b> Short answer test (SAT) – 40% Closed book assessment based on case study – 90 minutes <b>ELearning case study</b> Prostate cancer	Online activities <ul style="list-style-type: none"> <li>• Lectures</li> <li>• Videos</li> <li>• MCQ revision quizzes</li> <li>• Terminology quizzes</li> </ul>	Bullock & Manias, (2014). pp. 752 Craft et al., (2015). pp. 949-952 LeMone & Burke, (2014). pp. 1754-1761
Week 8 11 April	<b>INTER SESSION BREAK</b>			
Week 9 18 April	<b>Clinical Placement</b>			
Week 10 25 April <b>PH 25 April</b>	<b>Clinical Placement</b>			



Week 11 2 May	<b>Clinical Placement</b>			
Week 12 9 May	<b>Clinical Placement</b>			
Week 13. 16 May	Musculoskeletal system Osteoarthritis Rheumatoid arthritis	Case study Osteoarthritis Rheumatoid arthritis	Online activities <ul style="list-style-type: none"> <li>• Lectures</li> <li>• Videos</li> <li>• MCQ revision quizzes</li> <li>• Terminology quizzes</li> </ul>	Bullock & Manias, (2014). pp. 466-478 Craft et al., (2015). pp. 509-513, 517-520 LeMone & Burke, (2014). pp. 1428-1436, 1438-1437
Week 14. 23 May	Revision of the unit Exam preparation	Revision of content Practice exam MCQs	Online activities <ul style="list-style-type: none"> <li>• Case studies for preparation of practice exam</li> </ul> Review of HV1 2016	Revision of all materials
Week 15. 30 May	<b>STUVAC</b>			
Week 16. 6 June	<b>Formal Western Sydney University examination period</b>			
Week 17. 13 June <b>PH 13 June</b>	<b>Formal Western Sydney University examination period</b>			
Week 18. 20 June	<b>Formal Western Sydney University examination period</b>			

## 4 Learning resources

### 4.1 Essential library resources

<p><b>Essential Texts</b></p>	<p>Bullock, S., &amp; Manias, E. (2013). <i>Fundamentals of pharmacology</i> (7th ed.). Frenchs Forest, Australia: Pearson Education.</p> <p>Craft, J., Gordon, C., Heuther, S., McCance, K., Brashers, V., &amp; Rote, N. (2015). <i>Understanding pathophysiology</i> (2nd ed.). Chatswood, Australia: Mosby/Elsevier Australia.</p> <p>Dempsey, J., Hillege, S., &amp; Hill, R. (Eds). (2014). <i>Fundamentals of nursing and midwifery: A person-centred approach to care</i> (2nd Australian and New Zealand ed.). Sydney, Australia: Lippincott Williams &amp; Wilkins.</p> <p>Forbes, H &amp; Watt, E. (2016). <i>Jarvis's physical examination &amp; health assessment</i> (6th ed.). Chatswood, Australia: Elsevier Australia.</p> <p>LeMone, P., Burke, K. M., Levett-Jones, T., Dwyer, T., Moxham, L., Reid-Searl, K., . . . Raymond, D. (2014). <i>Medical-surgical nursing: Critical thinking for person-centred care</i> (2nd Australian ed. Vols. 1-3). Frenchs Forest, Australia: Pearson Australia.</p> <p>Marieb, E. N., &amp; Hoehn, K. (2016). <i>Human anatomy and physiology</i> (10th ed.). Boston, MA: Pearson.</p>
<p><b>Resources</b></p>	<p>The following link provides access to the documents listed below.</p> <p><a href="#">Code of ethics, conduct and competency standards for Nursing and Midwifery</a> Nursing and Midwifery Board of Australia. (2008). <i>Code of professional conduct for midwives in Australia</i>. Retrieved from <a href="http://www.nursingmidwiferyboard.gov.au/documents/default.aspx?record=W D10%2f1355&amp;dbid=AP&amp;chksum=Mm624fvql2ZEKdEmT3l2ng%3d%3d">http://www.nursingmidwiferyboard.gov.au/documents/default.aspx?record=W D10%2f1355&amp;dbid=AP&amp;chksum=Mm624fvql2ZEKdEmT3l2ng%3d%3d</a></p> <p>Nursing and Midwifery Board of Australia. (2008). <i>Code of ethics for midwives in Australia</i>. Retrieved from <a href="http://www.nursingmidwiferyboard.gov.au/documents/default.aspx?record=W D10%2f1354&amp;dbid=AP&amp;chksum=5Rlk27NSaS9n%2f%2btvoYxT2w%3d%3d">http://www.nursingmidwiferyboard.gov.au/documents/default.aspx?record=W D10%2f1354&amp;dbid=AP&amp;chksum=5Rlk27NSaS9n%2f%2btvoYxT2w%3d%3d</a></p> <p>Nursing and Midwifery Board of Australia. (2006). <i>National competency standards for the midwife</i>. Retrieved from <a href="http://www.nursingmidwiferyboard.gov.au/documents/default.aspx?record=W D10%2f1350&amp;dbid=AP&amp;chksum=Yp0233q3xmE5YVjy%2fy0mA%3d%3d">http://www.nursingmidwiferyboard.gov.au/documents/default.aspx?record=W D10%2f1350&amp;dbid=AP&amp;chksum=Yp0233q3xmE5YVjy%2fy0mA%3d%3d</a></p>
<p><b>Additional Reading List</b></p>	<p><b>Essential Reading:</b></p> <p>Jenkins, G. W., &amp; Tortora, G. J. (2013). <i>Anatomy and physiology: From science to life</i> (3rd ed.). Hoboken, NJ: John Wiley &amp; Sons.</p> <p><b>Additional Readings:</b></p> <p>Adams, M. P., Holland, L. N., &amp; Urban, C. Q. (2014). <i>Pharmacology for nurses: A pathophysiologic approach</i> (4th ed.). Retrieved from <a href="http://online.statref.com">http://online.statref.com</a></p> <p>Brachman, P. S., &amp; Abrutyn, E. (2009). <i>Bacterial infections of humans: Epidemiology and control</i> (4th ed.). doi: 10.1007/978-0-387-09843-2</p> <p>Lazenby, R. B. (2011). <i>Handbook of pathophysiology</i> (4th ed.). Philadelphia, PA: Wolters Kluwer/Lippincott Williams &amp; Wilkins Health.</p> <p>Curtis, K., Ramsden, C., &amp; Lord, B. (2011). <i>Emergency and trauma care for nurses and paramedics</i>. Retrieved from <a href="http://www.nursingconsult.com">http://www.nursingconsult.com</a></p> <p>Eckman, M., Labus, D., &amp; Thompson G. (2008) <i>Nursing pharmacology made incredibly easy!</i> (2nd ed.). Philadelphia, PA: Lippincott Williams &amp; Wilkins. Retrieved from <a href="http://ezproxy.uws.edu.au/login?url=http://ovidsp.ovid.com/ovidweb.cgi?T=JS&amp;NEWS=N&amp;PAGE=booktext&amp;D=books&amp;AN=01382717/2nd_Edition/4&amp;XPAT">http://ezproxy.uws.edu.au/login?url=http://ovidsp.ovid.com/ovidweb.cgi?T=JS&amp;NEWS=N&amp;PAGE=booktext&amp;D=books&amp;AN=01382717/2nd_Edition/4&amp;XPAT</a></p>

	<p><a href="H=/OVIDBOOK%5b1%5d/METADATA%5b1%5d/TBY%5b1%5d/AUTHORS%5b1%5d">H=/OVIDBOOK%5b1%5d/METADATA%5b1%5d/TBY%5b1%5d/AUTHORS%5b1%5d</a></p> <p>Lee, G., &amp; Bishop, P. (2013). <i>Microbiology and infection control for health professionals</i> (5th ed.). Frenchs Forest, Australia: Pearson Australia.</p> <p><i>Nursing pharmacology made incredibly easy!</i> (2009). (2nd ed.). <a href="http://dc02kg0387na.hosted.exlibrisgroup.com:1701/primo_library/libweb/action/dIDisplay.do?vid=UWS-ALMA&amp;docId=UWS-ALMA5194534820001571">http://dc02kg0387na.hosted.exlibrisgroup.com:1701/primo_library/libweb/action/dIDisplay.do?vid=UWS-ALMA&amp;docId=UWS-ALMA5194534820001571</a></p> <p>Radford, M., Williamson, A., &amp; Evans, C. (2011). <i>Preoperative assessment and perioperative management</i>. Retrieved from <a href="http://dc02kg0387na.hosted.exlibrisgroup.com:1701/primo_library/libweb/action/dIDisplay.do?vid=UWS-ALMA&amp;docId=UWS-ALMA51127000450001571">http://dc02kg0387na.hosted.exlibrisgroup.com:1701/primo_library/libweb/action/dIDisplay.do?vid=UWS-ALMA&amp;docId=UWS-ALMA51127000450001571</a>.</p>
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## 4.2 Literacy & numeracy resources

The School of Nursing and Midwifery have qualified staff in the teaching of English language and literacy who are available to support all students in Professional Communication and Academic Literacy (PCAL) Skills on each campus. Contact details below. Please email for PCAL Support workshops, small group and individual appointments.

<b>Campbelltown Campus</b>	<a href="mailto:NM_Campbelltown_Literacy_Tutors@westernsydney.edu.au">NM_Campbelltown_Literacy_Tutors@westernsydney.edu.au</a>
<b>Hawkesbury Campus</b>	<a href="mailto:NM_Hawkesbury_Literacy_Tutors@westernsydney.edu.au">NM_Hawkesbury_Literacy_Tutors@westernsydney.edu.au</a>
<b>Parramatta Campus</b>	<a href="mailto:NM_Parramatta_Literacy_Tutors@westernsydney.edu.au">NM_Parramatta_Literacy_Tutors@westernsydney.edu.au</a>

### Library

You are encouraged to make good use of the resources offered by the Library. Library resources can be accessed via the Western Sydney University web site

## 4.3 Citing resources and referencing

References must be correctly and adequately given in the American Psychological Association (APA) (6th ed.) referencing style as per the Western Sydney University (2014) *American Psychological Association referencing style guide*, which is available from:

[http://library.westernsydney.edu.au/uws\\_library/sites/default/files/pdf/cite\\_APA.pdf](http://library.westernsydney.edu.au/uws_library/sites/default/files/pdf/cite_APA.pdf)  
[http://library.uws.edu.au/FILES/cite\\_APA.pdf](http://library.uws.edu.au/FILES/cite_APA.pdf)

When writing assignments, reports, research papers or theses, you must acknowledge quotations, information and ideas taken from other authors through a list of references. Full details of referencing systems can be found at:

[https://library.westernsydney.edu.au/uws\\_library/guides/referencing-citation](https://library.westernsydney.edu.au/uws_library/guides/referencing-citation)

## 5 Important information

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### 5.1 What is expected of you

#### Study load

For a 10 credit point unit, students are expected to study 10 hours per week for 14 weeks on that unit. For example, if class time totals 2 hours per week, then students are expected to study a further 8 hours per week outside of class time.

#### Attendance

Students should attend all tutorials during the semester. Students should note that 80% recommended for all scheduled tutorials sessions. Attendance at these learning activities assists you in seeking clarification and reinforces key concepts that contribute to the construction of assessment tasks. From our experience students who choose not to attend place themselves at a higher risk of not achieving a pass grade

### 5.2 What you can expect from the teaching team

Academic staff carry out their teaching responsibilities under the authority of the Deputy Dean and Director of Academic Program. The responsibilities of staff are outlined below.

#### Staff responsibilities

Assess students' work fairly, objectively and consistently and when in doubt consult with the unit coordinator or Academic course advisor.

Provide students with appropriate, helpful and explanatory feedback on all work submitted for assessment.

Make reasonable accommodation (e.g. length of time to complete) in assessment tasks and examinations for students with special requirements and to seek assistance from the Disability Advisor and Counsellor where appropriate and needed.

Ensure deadlines for the submission of examination papers to the Academic Registrar are met.

Immediately report to the unit coordinator any instances of student cheating, collusion and/or plagiarism.

#### On-Line learning requirements

Unit materials will be made available on the unit's vUWS (E-Learning) site.

Students are expected to consult vUWS at least twice a week, as all unit announcements will be made via vUWS. Teaching and learning materials will be regularly updated and posted online

## 5.3 Raising concerns

If you have a concern about this unit please contact your lecturer or tutor in the first instance. If the matter is not resolved, then you may contact the unit coordinator (see inside front cover). If you would prefer to speak to someone else, you are advised to contact your Director of Academic Program (see the online handbook to identify your Director of Academic Program and their contact details <http://handbook.westernsydney.edu.au/hbook/>).

More information about resolving complaints is available on the Western Sydney University website.

[http://www.westernsydney.edu.au/complaints/complaints\\_management\\_and\\_resolution](http://www.westernsydney.edu.au/complaints/complaints_management_and_resolution).

The University also has a confidential Complaints Resolution Unit (see link above for contact details). You may contact this unit of the University at any time however we would appreciate the opportunity to resolve the complaint in the first instance.

## 5.4 Links to policy

The University has a number of policies that relate to teaching and learning, Important policies affecting students include:

- Assessment Policy – Criteria and Standards-Based Assessment: <http://policies.uws.edu.au/view.current.php?id=00227>
- Examinations Policy: <http://policies.uws.edu.au/view.current.php?id=00204>
- Special Consideration Policy: <http://policies.uws.edu.au/view.current.php?id=00205>
- Review of Grade Policy: <http://policies.uws.edu.au/view.current.php?id=00203>
- Misconduct – Student Misconduct Rule Policy: <http://policies.uws.edu.au/view.current.php?id=00304>
- Enrolment Policy (includes a section on the Western Sydney University Student Email Account): <http://policies.uws.edu.au/view.current.php?id=00019>
- Bullying Prevention Policy and Guidelines: <http://policies.uws.edu.au/view.current.php?id=00099> & <http://policies.uws.edu.au/view.current.php?id=00240>
- Sexual Harassment Prevention Policy: <http://policies.uws.edu.au/view.current.php?id=00103>

Breaches of the Student Misconduct Rule Policy can have very serious consequences. It is essential that you are familiar with these policies and how to avoid misconduct of any type.

## 5.5 Links to other resources

<b>Life at Western Sydney University</b>	<p>Find out about life outside the lecture theatre – news and events, services and facilities, career information and more!</p> <p><a href="http://www.westernsydney.edu.au/future/future_students_home/studentlife">http://www.westernsydney.edu.au/future/future_students_home/studentlife</a></p>
<b>E-Learning</b>	<p>Check your vUWS sites regularly for unit announcements and to keep up with online discussions. If you do not have access to vUWS please contact e-learning on <a href="http://elearning.uws.edu.au">http://elearning.uws.edu.au</a></p>
<b>Student Support Services</b>	<p>Supporting, Connecting, Engaging, working together towards Success</p> <p>Access a broad range of student support services for local and international students to enhance your experiences at Western Sydney University -</p> <p><a href="http://www.uws.edu.au/currentstudents/current_students/services_and_facilities">http://www.uws.edu.au/currentstudents/current_students/services_and_facilities</a></p> <p>If you have any personal issues that may impact your studies, you don't have to deal with them on your own.</p> <p>Contact Student Welfare service, Counselling Service, Disability Service, or Student Advocate as early as possible.</p>
<b>Course and unit rules</b>	<p>This site provides information on pre-requisites, co-requisites and other matters concerning how your course is structured.</p> <p><a href="http://www.uws.edu.au/currentstudents/current_students/enrolment/course_and_unit_rules">http://www.uws.edu.au/currentstudents/current_students/enrolment/course_and_unit_rules</a></p>
<b>Course inherent requirements</b>	<p>The home page link for the Inherent Requirements for the Bachelor of Nursing, Bachelor of Nursing (Advanced), Bachelor of Nursing (Graduate Entry) and Bachelor of Midwifery can be found at:</p> <p><a href="http://www.westernsydney.edu.au/ir/inherent_requirements/bachelor_of_nursing_inherent_requirements">http://www.westernsydney.edu.au/ir/inherent_requirements/bachelor_of_nursing_inherent_requirements</a></p>
<b>Student Services and Facilities</b>	<p>Services and facilities for current students is a unit that can offer students assistance in writing good exam essays. It offers a number of workshops that will support your learning and enable you to achieve success at university. These include: <a href="#">bridging programs</a>, <a href="#">academic skills workshops</a>, <a href="#">Peer Assisted Study Sessions (PASS)</a></p>
<b>Policies</b>	<p>This site includes the full details of policies that apply to you as a Western Sydney University student.</p> <p><a href="http://www.uws.edu.au/policies/a-z">http://www.uws.edu.au/policies/a-z</a></p>
<b>Ministry NSW Health</b>	<p><a href="http://www.health.nsw.gov.au">http://www.health.nsw.gov.au</a></p>